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AUTHOR Losekamp, Nancy A.
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ABSTRACT

This final report presents examples of activities conducted to address the objectives focused on in the 1979-80 Upper Arlington Career Education program. It first presents a list of the twelve objectives for three specified levels: (1) grades K-6--motivation (2 objectives), (2) grades 7-8--orientation (2 objectives), (3) grades 9-10--exploration (4 objectives), and (4) district-wide (4 objectives). Charts then describe objectives addressed, activities, evaluation, and results as well as defining components and populations. A brief statistical report is also provided. A summative evaluation summarizes the career exploration program established between the Upper Arlington Schools and First Community Village retirement center, Jones Village. It includes a description of the program, excerpts from student journals, a copy of the attitude measurement used for pre- and post-testing student participants, and a report of evaluation results. Appendixes, amounting to over one-half of the report, include the Career Life Planner Folder for grades 7-10 and A Report on Elementary School Children's Needs as Perceived by Parents, Students, Teachers in Targeted Elementary Schools (Upper Arlington City Schools). (YLB)

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Final Report

Upper Arlington Comprehensive Career Education Program

1979-80

Submitted by
Nancy A. Losekamp, Project Director
1950 North Mallway
Upper Arlington, Ohio 43221

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Abstract

The Upper Arlington Career Education Program was conducted during the 1979-80 school year to continue its efforts with students at Motivation, Orientation and Exploration levels.

Activities for the Motivation component maintained the curriculum infusion emphasis with further development of comprehensive career guidance activities to include decision-making, peer relationships and self concept modules used at all grade levels K-6 in selected buildings. Use of community resources in the classroom was expanded.

At the Orientation level, the educational and occupational information service used the Explorer checklist to survey career interests of all students and extended the range of activities available through the junior high Career Education Centers: career raps, content-related projects, shadowing and other pre-exploratory experiences. The Orientation to the Career Education Program at seventh grade was further developed to include use of a slide-tape presentation.

The Career Exploration Components focused this year on (1) broadening use of community resources for career exploration and (2) relating career exploration to subject areas. Placement in part-time and summer positions (paid and unpaid) was expanded to provide additional exploratory opportunities. A Job Fair was held to bring students and area employees together at the high school.

Teacher education and teacher development activities were designed to respond to teacher-expressed interests and needs.

The major area of recommendation for the coming year dealt with strategies for making career education more fully implemented across the board to assure that every student is reached each year.

Narrative Report

The final report for the Upper Arlington Career Education program is presented on the following pages by objective (1-12) with examples of activities conducted in each component to address the objectives.

Evaluation of the activities is reported on the basis of feedback and recommendations from career education staff members responsible for coordinating activities within each component as outlined in the project description of the 1979-80 proposal.

The summary of evaluation and outcome information also provides the basis for program development for the coming project year, identifying areas for reallocation of existing resources as well as concentration of staff efforts.

Further development of formative evaluation data in the form of reporting procedures for all staff needs to be emphasized. Summative evaluation effort needs to be a priority in the coming year to include identification of program outcomes to be formally assessed, and data collection and analysis procedures.

A list of the twelve (12) career education objectives addressed by the 1979-80 program appears below, followed by summary sheets describing activities conducted to reach those objectives.

Learner Outcomes Objectives: K-6 MOTIVATION

1. At the K-6 motivation level each elementary teacher, grade level and/or building will conduct a curriculum infused activity developed from the Objectives-Activities Guide to be evaluated on the basis of student learner outcomes identified and prioritized from the needs assessment.

2. At the K-6 motivation level each elementary school student will have demonstrated a specific career skill appropriate to his or her career development level.

Learner Outcomes Objectives: 7-8 ORIENTATION

3. At the 7-8 orientation level each teacher by subject area and house team will conduct one curriculum infused activity developed from the Objectives-Activities Guide to be evaluated on the basis of student learner outcomes identified and prioritized from the needs assessment.

4. At the 7-8 orientation level each student will have demonstrated skill in the use of the information system of the Career Education Center by engaging in at least one successful orientation activity.

Learner Outcome Objectives: 9-10 EXPLORATION

5. At the 9-10 exploration level each student by subject area will have demonstrated skill in the use of the Career Education Center by engaging in at least one successful exploratory activity.

6. At the 9-10 exploration level each student will have demonstrated a skill associated with each of the following taken from the Ten Learner Outcomes:
   - Assessment of basic academic skills
   - Knowledge of personal work values
   - Job seeking skills: writing a resume, completing a job application, and knowledge of job interview techniques
   - Exploration in placement within a paid or voluntary work setting
   - Awareness of the impact on career choice of stereotypic behavior

7. At the 9-10 exploration level each teacher, grade level or subject area will conduct an activity based on an objective from the Objectives-Activities Guide.

8. At the 9-10 exploration level each subject area department will have developed an operational plan for the subject area involvement in curriculum infusion, career center, and guidance related activities.

Learner Outcomes Objectives: DISTRICT WIDE

9. At each grade level teachers and counselors will engage in a guidance activity related specifically to career education in addition to the core career education curriculum infused activities.

10. At each grade level teachers will engage in at least one career education activity specifically designed to reduce sex role stereotyping in such a way as to affect every student.

11. At all levels each teacher in the Upper Arlington School District will engage in a personal and/or professional growth activity directly related to their own career development.

12. At all levels each building, career education staff and community education staff will devise a plan to strengthen the K-10 curriculum by
    a) coordinating and expanding the use of the community as a laboratory
    b) addressing community citizen career education concerns and meeting community learner needs, and
    c) building a collaborative program between school and community.

Program Objectives, Activities, Evaluation, Results

A. COMPONENTS _X_ Motivation ___ Orientation ___ Exploration

B. POPULATIONS _X_ Teachers ___ Administrator ___ Counselor _X_ Parents & Community _X_ Students

OBJECTIVE: At the K-6 Motivation level each elementary teacher, grade level and/or building will conduct a curriculum infused activity developed from the objectives-activities guide.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
Burbank students experienced working with Barbara Burrows, a dance artist-in-residence, during the week of April 28-May 2. The experience fostered career awareness in the following ways: a) becoming aware of the performing arts as a career option b) observing an artist "at work" c) experiencing "hands on" opportunity through class instruction d) interviewing the artist about career choice and satisfactions e) becoming aware of skills needed by the dancer f) developing an appreciation of dance as a participant and observer	A total of 320 students participated with the artist in residence activities over a one-week period.	Students gained an understanding of the performing arts as a career option and through hands-on participation were able to assess their own interests and abilities.
Visit to restaurant: Mother's Pizza. Set up restaurant in classroom called Cracker Box Restaurant with students in role of cook, cashier, waitresses/waiters, customers. Visit to Tuller's Farm. Participated in demonstration of making apple butter.	All class members participated in unit with implications for world of work, employability and work adjustment skills, and decision-making in connection with social studies, math, health subjects presented in interdisciplinary project.	Students experienced planning, purchasing and marketing, serving the public, career sales involved in restaurant industry

Program Objectives, Activities, Evaluation, Results

A. COMPONENTS _x_ Motivation ___ Orientation ___ Exploration

B. POPULATIONS ___ Teachers ___ Administrator ___ Counselor ___ Parents & Community ___ Students

OBJECTIVE: At the K-6 level each elementary teacher, grade level and/or building will conduct a curriculum infused activity developed from the objectives-activities guide.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
Animal Unit: Field trip to Columbus Zoo. Filmstrips related to care of animals.	Students were able to identify career roles related to animal care.	Students became aware of jobs involved in the operating of a large zoo: zookeeper, kennel persons, animal nursery, groomer.
Transportation Unit: Field trip to Center of Science and Industry. Visited train exhibit.	Students were able to identify career roles related to transportation and communication.	Students became aware of the development of transportation and communication in the U. S.
One objective for each of the 7 developmental areas was infused on every grade level into the existing Health Education Curriculum Guide.	It was determined that due to the format of the other existing guides, it was not feasible to infuse the objectives into all the guides in the same manner. Rather, it was felt that the guides undergoing revision be worked upon in conjunction with the committees doing the rewriting. Contact was made with the committees currently revising the Art guide and the Social Studies guide. As far as these guides had been written, Career Education objectives were already included at every grade level. The specific developmental area was noted in each of the existing levels of the guides. I felt that the committees had done as much as could possibly have been done in this area.	Curriculum-infused career education activities are available to all elementary teachers through district curriculum guides in each subject area, at each grade level, by developmental area.

Program Objectives, Activities, Evaluation, Results

A. COMPONENTS _X_ Motivation ___ Orientation ___ Exploration

B. POPULATIONS _X_ Teachers ___ Administrator ___ Counselor ___ Parents & Community _X_ Students

OBJECTIVE: At the K-6 Motivational level each elementary school student will have demonstrated a specific career skill appropriate to his or her developmental level.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
Decision making exercise. Present problem A: You are waiting in line for lunch. A child ditches a few places in front of you. Pushing insues, and you end up being pushed. How do you feel? What do you do? a) What is the problem? b) State the problem as a question. c) Brainstorm to come up with as many solutions as class can generate. List all possibilities on the board. Follow using same procedure with similar hypothetical situations, then add evaluation of generated alternatives. What would happen if each one of the possibilities were enacted? Which solution best meets all needs of the situation? Best meets your individual needs?	Staff, teachers and students found this activity to be useful at all grade levels in the elementary school.	The outcomes of the decision-making activities conducted have been in the form of recommendations that (1) teachers be trained in the program across the board for use in every class, and (2) decision-making skills be sequenced by grade level to avoid repetition and correspond to children's developmental levels.

Program Objectives, Activities, Evaluation, Results

A. COMPONENTS ___ Motivation _X_ Orientation ___ Exploration

B. POPULATIONS _X_ Teachers ___ Administrator ___ Counselor ___ Parents & Community _X_ Students

OBJECTIVE: At the 7-8 Orientation level each teacher by subject area and house team will conduct one curriculum infused activity developed from the objectives-activities guide.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
Teachers conducted curriculum infused career education activities in their respective subject areas using the Objectives-Activities Guide.	Approximately one half (41) of the teachers at Jones Junior High and 50 teachers at Hastings developed curriculum infused activities through the Career Centers.	All seventh and eighth grade students at Jones (782) and Hastings (806) participated in curriculum infused career education activities through the house team structure in grades 7 and 8. Additional inservice training for new teachers was recommended. The written form for the Activities-Objectives Guide should be revised to reduce the amount of paper work necessary.

Program Objectives, Activities, Evaluation, Results

A. COMPONENTS ___ Motivation __X Orientation ___ Exploration

B. POPULATIONS _X_ Teachers ___ Administrator ___ Counselor ___ Parents & Community _X_ Students

OBJECTIVE: At the 7-8 Orientation level each student will have demonstrated skill in the use of the information system of the Career Education Center by engaging in at least one successful orientation activity.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
All 7th grade students at Jones and Hastings participated in orientation to junior high career centers. Program included use of a slide/tape presentation.	Continue use of slide tape format; emphasize relationship between job clusters and career information available in the center to show subject matter appropriateness.	All entering junior high students were trained in the use of career center facilities.

Program Objectives, Activities, Evaluation, Results

A. COMPONENTS ___ Motivation _X_ Orientation _X_ Exploration

B. POPULATIONS _X_ Teachers ___ Administrator ___ Counselor _X_ Parents & Community _X_ Students

OBJECTIVE: At the 9-10 exploration level each student by subject area will have demonstrated skill in the use of the Career Education Center by engaging in at least one successful exploratory activity.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
Explorer Scout Interest Survey was administered to all 8th grade students in preparation for career exploration activities.	Format is brief, easy to administer with quick feedback to students.	Career interests of all students at 8th grade level were surveyed.
Career Raps with workers representing a variety of occupations were scheduled regularly at both junior high schools.	It was suggested that Career Rap speakers also be brought into classrooms where relation to subject matter is appropriate as well as scheduled in the Career Center during study hall periods.	More than 1000 students participated in 82 Career Rap sessions at Jones (42) and Hastings (40).
Shadowing parents at work for one full day.	Shadowing should be for all students as an early exploratory experience. Curriculum infusion of shadowing is needed. All teachers should help students relate the experience to various subject areas. There should be coordination through department chairpersons.	All 9th grade General Business students at Hastings and all 7th grade students at Jones participated in one-day shadowing experience.
Career Exploration with aging at First Community (retirement) Village.	Formal evaluation of Jones/Village Partnership using Palmore Measure of Knowledge on Aging showed participating students performed better than control group on 24 of 25 items.	A total of junior high students explored helping careers with aging.

Program Objectives, Activities, Evaluation, Results

A. COMPONENTS ___ Motivation _X_ Orientation _X_ Exploration

B. POPULATIONS _X_ Teachers ___ Administrator _X_ Counselor ___ Parents & Community _X_ Students

OBJECTIVE: At the 9-10 exploration level each student will have demonstrated a skill associated with each of the following taken from the Ten Learner Outcomes: assessment of basic academic skills; knowledge of personal work values; job seeking skills--writing a resume, completing a job application, and knowledge of job interview techniques; exploration in placement within a paid or voluntary work setting; awareness of the impact on career choice of stereotypic behavior.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
Career Life Planner Folder introduced at Orientation level for development through secondary school years as a tool for entering the world of work and/or higher education.	Guidelines for Career Life Planner Folder were developed (see Appendix). It was recommended that a personal data sheet be introduced at 9th grade level as a preliminary self assessment process for future job seeking.	All junior high students began work on Career Life Planner Folder maintained through cooperation between Career centers and guidance offices at that level.
Resume writing activity integrated in all English classes at 10th grade.	Training of English teachers by business people in addition to career education staff was recommended.	All students at 10th grade level developed a resume.
Training in interview and job application skills preliminary to high school job fair, including role playing and packet on tips for interviewing.	There is a need for more comprehensive inclusion of this training for all students through curriculum infusion.	More than 100 high school students were trained in job application and interviewing skills
Job fair at Upper Arlington high school brought 17 area employers together with 450 students. Actual placement in part-time and summer jobs was accomplished.	Expansion of this activity was recommended for next year.	A total of 450 high school students discussed part-time and summer employment opportunities with 17 area employers.

Program Objectives, Activities, Evaluation, Results

A. COMPONENTS ___ Motivation ___ Orientation _X_ Exploration

B. POPULATIONS _X_ Teachers ___ Administrator ___ Counselor ___ Parents & Community _X_ Students

OBJECTIVE: At the 9-10 exploration level each teacher, grade level or subject area will conduct an activity based on an objective from the Objectives-Activities Guide.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
At both junior high schools all 9th grade teachers conducted curriculum infused career education activities incorporating the use of the Career Education Center resources in subject area and interdisciplinary projects.	Objective-Activities reports were submitted by 75 per cent of ninth grade teachers to Career Center Coordinators at Jones and Hastings.	All 9th grade students ( ) were involved in exploratory activities infused by teachers.
At the high school, the Career Education Center Coordinator worked with tenth grade teachers to plan infused career education activities including participation in career raps and use of community resources in the classroom.	More systematic attention to full implementation of curriculum infusion at the high school was recommended.	All department chairpersons and 60 per cent of teachers at grade 10 worked with the Career Education Center Coordinator on curriculum infusion.

Program Objectives, Activities, Evaluation, Results

A. COMPONENTS ___ Motivation X Orientation X Exploration

B. POPULATIONS X Teachers ___ Administrator X Counselor ___ Parents & Community X Students

OBJECTIVE: At the 9-10 exploration level each subject area department will have developed an operational plan for the subject area involvement in curriculum infusion, career center, and guidance related activities.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
Small group sessions on values clarification were conducted for all 7th graders at Jones using guidance staff.	Need for more guidance activities to help students deal with anxiety.	All 7th grade students at Jones participated values clarification activities.
Career interests of all 8th grade students surveyed.	Explorer Survey is quick efficient means for surveying career interests at this level.	All 8th grade students identified career interests for purpose of planning exploration.
Decision-making and study skills sessions conducted for junior high students using career education and guidance staff.	Need to train a core of 9th grade teachers in the infusion of decision making activities in curriculum.	Need for more systematic approach to decision-making activities to include all students. A total of 67 students in grades 8 and 9 participated in study skill activities.
Peer counselors from Upper Arlington High School conducted group activities on values, study skills with junior high students on a pilot basis.	Need for expansion of pilot activities, additional training of student peer counselors in wider variety of issues.	A total of 5 classrooms at Jones were reached by peer counselor activities.
High school counselors scheduled educational planning sessions with junior high students to facilitate high school scheduling.	More orientation at beginning of high school needed. More involvement between career activities and high school scheduling needed including four-year plan.	All 9th grade students were reached by high school counselors for scheduling and educational planning activities.
Integration of drugs/alcohol with values and decision making in health and physical education classes. Use of Project Quest on a limited basis.	Need to examine use of Project Charlie to address mental health needs at junior high level. More systematic approach needed including scope and sequence for these issues.	All junior high students participated in activities designed to address values and decision making relative to substance abuse.
At K-6, a survey of elementary guidance needs was conducted.	It was recommended that an elementary guidance program be initiated to include career guidance.	A report was developed which appears as Appendix B.

Program Objectives, Activities, Evaluation, Results

A. COMPONENTS _X_ Motivation ___ Orientation ___ Exploration

B. POPULATIONS _X_ Teachers ___ Administrator ___ Counselor ___ Parents & Community _X_ Students

OBJECTIVE: At each grade level teachers and counselors will engage in a guidance activity related specifically to career education in addition to the core career education curriculum infused activities.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
Self: A three-session program was developed by career education staff in response to requests from teachers and administrators at the elementary level. This program dealing with Self-Concept, Responsibility, Peer Pressure, was presented to a total of approximately 680 elementary students in five buildings. Burbank — every class K-6 — 320 Barrington — 4 classrooms — 120 Greensview — 1 classroom — 30 Tremont — 5 classrooms — 150 Windermere — 2 classrooms — 50 The content of the program appears in Appendix	The response from teachers and administrators was decidedly positive. Students also reported that the activities were meaningful to them.	Based on the experience with this effort it was recommended that a systematic approach be adopted so that this series of activities is part of every child's experiences.

Self-Concept

Aim: to encourage self-examination

Objectives: Children will be able to state (verbally/in writing) their strengths and weaknesses.

Each child will receive from classmates three positive messages about what about them is liked.

Procedure: Children are encouraged to tell something about themselves of which they are proud. Discussion about the meaning of "bragging." What general areas do we think about in thinking about our strengths (athletic abilities, social skills, scholastic abilities, appearance). Each child is given a 3 x 5 card on which they are asked to list "what they like about themselves" on the front, and "what they don't like about themselves" on the back. (No names on cards). Each child is then given 3 cards on which to write their names. These cards are collected and redistricted so that each child has a card for 3 different classmates. They are to write, for each classmate whose card they receive, at least one thing about that person that they like and/or what that person should be proud of. These cards are collected and handed back to the person whose name appears on the ca[illegible]

Discussion of how it feels to be told something nice about yourself. How does it feel to receive a compliment?

Follow-up: Children are encouraged to keep a log of something they do each day that they are proud of. Teachers are encouraged to have children write anonymous positive messages to classmates on a regular basis.

Responsibility

Aim: To have children understand the nature of responsibility, the importance of carrying out responsibilities, the consequences of not following through on various responsibilities.

Objectives: Children will show an understanding of what responsibilities are; children will identify home responsibilities.

Children will (as a group) list 5 school responsibilities and implement a plan for assessing how well they meet these responsibilities.

Procedure: Discussion of responsibilities each child has at home.

Role play: Child eating breakfast. Mother asks if child has made his/her bed. Child says no, and he/she refuses to do so. What are the possible outcomes?

Discussion of school responsibilities.

Role play: Two children trying to complete an assignment, one child nearby causing a disturbance and bothering those working. How does it feel to be annoyed when you are working? What are the possible outcomes?

Make a chart with what the class thinks are their 5 most important school responsibilities. Have the class determine how they are going to evaluate each day how well they have met these responsibilities.

Follow-up: Teacher and children evaluate each day. After one month, award given to each class that met 80% of their responsibilities.

Peer Pressure

Aim: To heighten awareness of peer influence. To discuss things that friends can do that make you feel good, and things friends do that make you feel bad. To identify sources of conflict among peers and resolution of peer expectations versus personal ideals/parental expectations.

Objective: Children will be able to identify sources of conflict between themselves and peers.

Children will be able to identify peer demands that are in opposition to parental and/or self expectations, and discuss possible outcomes of each possible resolution mode.

Procedure: What kinds of things do you do with your friends that make you happy? What do friends sometimes do that make you mad? Have you ever had a problem with a friend or group of friends? Describe problem situation.

What rules do your parents make for you? Why? Are they ever in conflict with what your friends want you to do? How? Given situation: (Role play or discuss): Your friends want to walk to the shopping center, but your parents don't allow you to walk there. You say you can't go and your friends start calling you a chicken. What do you do? What other kinds of situations have you been in that are similar to this? What did you do? How did you feel? What other possible actions could you have taken? What might have happened? How might you have felt? Discuss "guilt" (personal/self-punishment versus parental punishment).

How can you "be strong" when you don't want to do what your friends want you to do.

Imagine you are part of the group that is calling someone else "chicken" for not going along with you. Now think about what is going through the mind of the person you are trying to pressure.

Encourage children to see themselves in both roles and respect others' wishes; understand reasons behind friends' behaviors.

Program Objectives, Activities, Evaluation, Results

A. COMPONENTS _X_ Motivation _X_ Orientation ___ Exploration

B. POPULATIONS _X_ Teachers ___ Administrator ___ Counselor ___ Parents & Community _X_ Students

OBJECTIVE: At each grade level teachers will engage in at least one career education activity specifically designed to reduce sex role stereotyping in such a way as to affect every student.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
Analysis of all learning center resources for sex bias undertaken by librarians. (all levels) Display at Tremont School teachers' lounge for teachers finding examples of sex bias in instructional materials. (Motivation)	Materials on sex role stereotyping and guidelines for examining materials for sex bias were made available to teachers in every classroom.	Awareness on the part of teachers and librarians of sex role stereotyping in educational materials.
The Equal Rights Amendment and the role of women in history were made a part of history classes at immediate levels. (Motivation) Family living program at grade 8 has integrated topic of sex bias in work both inside and outside the home. (orientation)	Students were evaluated on knowledge of the role of women in history through social studies evaluation. Assessments as a part of course requirement was made by family living teacher (all 8th grade students).	Students gained an understanding of the impact of the ERA and women's rights in a perspective that includes past accomplishments. Students increase awareness of their own attitudes with regard to assigning job role on the basis of sex.

Program Objectives, Activities, Evaluation, Results

A. COMPONENTS X Motivation X Orientation X Exploration

B. POPULATIONS X Teachers ___ Administrator ___ Counselor ___ Parents & Community X Students

OBJECTIVE: At each grade level teachers will engage in at least one career education activity specifically designed to reduce sex role stereotyping in such a way as to affect every student.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
Textbook examination for sex bias.	This is being integrated into library service as well as textbook selection process.	Identification of instructional materials free of sex, ethnic bias.
Integration of sex role stereotyping issues in living arts curriculum at grade 8.	Good coverage through curriculum infusion (but only at this grade level).	All 8th grade students at both junior high schools were involved in living arts unit (6 weeks).
All 7th grade students at Jones participated in values clarification groups with emphasis on prejudice, dealing with differences among people.	Need for integration of these issues systematically in the curriculum to insure that all students are reached.	All 7th grade students at Jones Junior High participated in values clarification activities.
Career Raps designed to include workers in non-traditional careers.	Few boys attend Career Raps dealing with traditionally female careers. More orientation needed.	Twenty-five per cent of career raps were devoted to speakers from non-traditional careers.

Program Objectives, Activities, Evaluation, Results

A. COMPONENTS X Motivation X Orientation X Exploration

B. POPULATIONS X Teachers X Administrator ___ Counselor ___ Parents & Community ___ Students

OBJECTIVE: At all levels each teacher in the Upper Arlington School District will engage in a personal and/or professional growth activity directly related to their own career development.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
At the beginning of the school year each teacher in the district completed a professional growth goal statement.	Teacher self-assessment was accomplished through the use of growth goals.	Inservice and staff development activities were designed to meet individual teacher needs.
Field experience students were placed at all levels with orientation to (1) Upper Arlington Schools and (2) the career education program conducted by the Teacher Development Coordinator.	All field experience students were asked to plan and implement at least one infused career education activity in the classroom.	A total of 479 students (104 student teachers, 116 Freshman Early Experiencing Students, and 279 Observation and Participation Students) worked with classroom teachers including career education activities.
Four courses were offered for teachers for graduate credit at OSU, based on interest expressed in growth goal survey. Seminar on Learning Styles Teaching Economics Education in the Elementary Grades Adolescent Substance Abuse Counseling in School Settings Field Experience in Teacher Career Exploration	Courses offered during the 1979-80 year resulted in teacher requests for additional courses to be held in the district.	A total of 115 teachers enrolled for graduate credit in courses offered in the district.
At all levels, career education staff conducted inservice programs for new teachers to orient them to career education concepts and objectives.	Program for new teachers was reported beneficial by career education staff at all levels.	All teachers new to the district for the 1979-80 school year (35) were oriented to career education (See Appendix C for notice to elementary buildings.)

Program Objectives, Activities, Evaluation, Results

A. COMPONENTS _X_ Motivation _X_ Orientation ___X Exploration

B. POPULATIONS _X_ Teachers ___ Administrator ___ Counselor _X_ Parents & Community _X_ Students

OBJECTIVE: At all levels each building, career education staff and community education staff will devise a plan to strengthen the K-10 curriculum by: a) coordinating and expanding the use of the community as a laboratory, b) addressing community citizen career education concerns and meeting community learner needs, and c) building a collaborative program between school and community.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
Career Raps at both junior high schools. (Orientation)	There is a need for better use of community resources in the building, i.e., scheduling Career Rap speakers in appropriate classroom sessions in addition to Career Raps.	More than 1000 junior high students participated in Career Rap sessions at Jones (42) and Hastings (40).
Career Exploration experience in local retirement village. Students daily visited with senior citizens and reciprocal participation by seniors in student activities. (Orientation)	Formal evaluation of Jones/Village Partnership Program using Palmore Measure of Knowledge on Aging. Participating students (treatment group) performed better than control group on 24 or 25 items. Instrument used appears as Appendix	A total of students from Jones Junior High explored helping careers with the aging.
Parent/community helper presentation to individual class sessions on parent work (paid and unpaid). (Motivation Level)	Expand use of parents across all elementary buildings. Infuse in content areas.	A minimum of 50 presentations reported across 7 elementary buildings.
Internships in business and government provided opportunities for high school students to participate in school/community programs. (Exploration)	Extend opportunity to more students. Additional staff time needed to be devoted to developing contacts and matching student interest to exploratory opportunities in the community.	A total of high school students were involved in school/community programs.

Statistical Report

The Upper Arlington career education effort is comprehensive in scope and implemented for all students K-12 in seven elementary buildings, two junior high schools and the senior high school as follows:

Elementary:	3065 students
	197 teachers
Junior High:	1641 students
	102 teachers
Senior High:	1708 students
	103 teachers

At the K-6 Motivation level, all students are involved in career education through curriculum infusion activities. At least 60 per cent of elementary students reported participated in community involvement activities through field trips and/or community resource persons in the classroom.

At 7-8 Career Orientation, all seventh graders were oriented to the use of the junior high career education centers. A minimum of 80 per cent of eighth graders were reported involved in career information projects infused in content areas through teacher use of objectives-activities guides keyed to the Seven Developmental Areas.

Every ninth and tenth grade student participated in at least three career exploration experiences conducted through the Career Education Centers at the junior and senior high schools.

Summative evaluation was undertaken with regard to the career exploration program established between the Upper Arlington Schools and First Community Village retirement center. That assessment is summarized on the following pages including a description of the program, excerpts from student journals, a copy of the attitude measurement used for pre- and post-testing student participants, and a report of evaluation results.

1980 JONES-VILLAGE PARTNERSHIP PROGRAM

DATA SUMMARY

Duration of Program: 24 sessions, beginning March 31, 1980, and ending May 2, 1980

Number of Students in Treatment Group: 30 eighth graders, participating voluntarily from an eligible group of 206

Number of Students in Control Group: 30 eighth graders, drawn from the same eligible population. These students submitted requests to participate, but could not be accomodated due to limited space. They were comparable to the treatment group members in academic achievement levels and were not eliminated from that group on any basis other than lottery results.

Type of Treatment Activities: 8 individual visits with residents of First Community Village; 6 group experiences mixing all students and residents; 10 academically-oriented sessions.

Measures of Change: A pre-and post-test was administered to both groups, including semantic differential, true-false, and open-ended items. Analysis of the data indicates the following:

SELF-CONCEPT: Significant positive change in treatment group. Specific measures of confidence in meeting new people and confronting new situations were especially encouraging.

VIEW OF ADULTS IN GENERAL: Moderate positive change in treatment group

VIEW OF OLDER ADULTS: Very significant positive change in treatment group. Program participants showed far more appreciation of older people as active, contributing citizens.

ATTITUDES TOWARD SCHOOL: No significant difference in groups

ATTITUDES TOWARD WORK: No significant difference in groups

ATTITUDES TOWARD OWN FUTURE: Treatment group showed far more positive outlooks, especially toward their own retirement years.

KNOWLEDGE OF AGING: Two sections of the test measured cognitive progress. Results are shown below.

	Pre-T. Ave.	Post-T. Ave.	Change
Measure #1			
Treatment	61.99%	74.95%	+12.96
Control	60.5 %	61.17%	+.67
Measure #2			
Treatment	68.57%	96.2 %	+27.63
Control	69.23%	70.11%	+.88

Each student recorded daily activities and reactions in a journal which was reviewed weekly by the program leader and English teacher. In every case, journals reflected significant personal growth. The two examples below can offer only a hint of the progress we witnessed.

Steve entered the program with enthusiasm but also with some timidity. He was a gifted writer, but lacked confidence in his human relations skills. By the end of our five weeks, he volunteered to speak on behalf of his classmates at the final party. He articulated his feelings beautifully, and that same week he wrote:

> I will always remember these visits because of the changes I saw in Mr. M. The first day he was very negative, complaining that he had just been put in this place to die. But I saw a drastic change in him this past month. He seemed to enjoy our company and each visit got better. I don't know what made him change, but I'm glad it happened. Perhaps he saw himself in us, which caused him to change. Whatever it was, I'm glad. Not only did he change, but I changed, too. I don't know exactly how I've changed, but I can feel it inside of me. It's like a brand new doorway has been opened. You could say it has "broadened my horizons," but somehow this doesn't capture the real meaning. The people here are so wonderful, so beautiful, that they have had a deep impact on me.

Shelly expressed her fondness for Villager Pauline M. quite early in the program. She was impressed with Pauline's skill in writing poetry and thought it was touching that Fauline wrote poems about people, animals, and experiences that mattered to her. In the final week of the program, Pauline wrote a poem for Shelly, which the student proudly recorded in her journal.

> It has been a joy getting to know you,
> I hope you have had pleasure, too.
> I wish you happiness your whole life through,
> And satisfaction in all you do.
> Keep your eyes upon a star,
> That it may guide you wherever you are.

Like Steve, Shelly volunteered to speak at the final party. She decided to follow Pauline's example and write poetry for the occasion:

> I started out unsure of elderly people,
> But as I look now I see beautiful people.
> They're joyous and a pleasure to be with,
> And now each old stereotype is only a myth.
> Believe it or not
> I'm looking forward to the day
> When I can say
> I'm growing to be wise--
> And someday
> I'll be teaching someone my size
> That great process--
> The Aging Process!

In her final journal entry, Shelly wrote:

> This program has really made a difference in my life. It is something really different, I mean it's not like getting a 100% on a test or having someone tell you that you look nice today. It's a deeper, more important feeling that I've gained. Maybe it has to do with inspiration and knowing what I can make of my life if I just keep trying like these people have.

IMPORTANT: Please write your name on each page of the test kit. Also, in the upper left corner of each page please circle the #1 if you are taking the test for the first time. When you answer the questions at a later time, you will mark #2.

1 2

NAME_____
Student

This test is intended to measure your view of yourself, of others, of certain activities in your life, and of the aging process. It is not intended to create any pressure; it is simply a way to help you indicate your feelings and knowledge at two different points in time. In a few months you will be asked to answer a similar set of questions. Your responses may or may not change.

There are several sections for you to complete. If you have questions about any of the instructions or any of the words used, please ask for assistance. Thank you for your cooperation.

INSTRUCTIONS FOR PART ONE

Part One consists of the next four pages. At the top of each page a Key Word is identified. Below it are several pairs of words for you to use in describing the key word. Each pair of words represents the opposite ends of a scale. Between the words are five blanks to help you indicate how closely you think either of the words describes the Key Word. Use an "X" in one blank per line as shown below.

If the Key Word is very accurately described by a word at one end of the scale, mark as follows:

Key Word: CURFEWS

FAIR X ___ ___ ___ ___ UNFAIR or FAIR ___ ___ ___ ___ X UNFAIR

If you think the Key Word is only slightly described by the word at the end of the scale, mark as follows:

FAIR ___ X ___ ___ ___ UNFAIR or FAIR ___ ___ ___ X ___ UNFAIR

If the words in a pair seem equally descriptive, or if neither is very descriptive of the Key Word, place your "X" in the center blank:

FAIR ___ ___ X ___ ___ UNFAIR

Remember: Never put more than one "X" on any line. Also be sure to mark every item clearly in one of the blanks, not in between. If you are undecided about a response, use the center blank; do not leave the line blank.

Throughout this annotated version of the test, you will find statements summarizing our results. Each such statement is marked with one or two asterisks for emphasis. Statements with two asterisks pertain to the most significant changes in program participants.

1 2 Key Word: ME Name _____

INTERESTING	____	____	____	____	____	BORING
UNFRIENDLY	____	____	____	____	____	FRIENDLY
HUMOROUS	____	____	____	____	____	SERIOUS
RELAXED	____	____	____	____	____	TENSE
RESPONSIBLE	____	____	____	____	____	IRRESPONSIBLE
OPTIMISTIC	____	____	____	____	____	PESSIMISTIC
UNSUCCESSFUL	____	____	____	____	____	SUCCESSFUL
UNREASONABLE	____	____	____	____	____	REASONABLE
SAD	____	____	____	____	____	HAPPY
INTELLIGENT	____	____	____	____	____	UNINTELLIGENT
EAGER	____	____	____	____	____	INDIFFERENT
COLD	____	____	____	____	____	WARM
FOOLISH	____	____	____	____	____	WISE
WEAK	____	____	____	____	____	STRONG
LAZY	____	____	____	____	____	MOTIVATED
IMPORTANT	____	____	____	____	____	UNIMPORTANT
KIND	____	____	____	____	____	CRUEL
SELFISH	____	____	____	____	____	UNSELFISH
CLOSED	____	____	____	____	____	OPEN
CAPABLE	____	____	____	____	____	INCAPABLE

*Moderate positive change in treatment group; slight negative change in control group.

1· 2 Key Word: ADULTS Name _____

INTERESTING	____	____	____	____	____	BORING
UNFRIENDLY	____	____	____	____	____	FRIENDLY
HUMOROUS	____	____	____	____	____	SERIOUS
RELAXED	____	____	____	____	____	TENSE
RESPONSIBLE	____	____	____	____	____	IRRESPONSIBLE
OPTIMISTIC	____	____	____	____	____	PESSIMISTIC
UNSUCCESSFUL	____	____	____	____	____	SUCCESSFUL
UNREASONABLE	____	____	____	____	____	REASONABLE
SAD	____	____	____	____	____	HAPPY
INTELLIGENT	____	____	____	____	____	UNINTELLIGENT
EAGER	____	____	____	____	____	INDIFFERENT
COLD	____	____	____	____	____	WARM
FOOLISH	____	____	____	____	____	WISE
WEAK	____	____	____	____	____	STRONG
LAZY	____	____	____	____	____	MOTIVATED
IMPORTANT	____	____	____	____	____	UNIMPORTANT
KIND	____	____	____	____	____	CRUEL
SELFISH	____	____	____	____	____	UNSELFISH
CLOSED	____	____	____	____	____	OPEN
CAPABLE	____	____	____	____	____	INCAPABLE

*Slight positive change in treatment group; moderate negative change in control group.

Name _____

1 2 Key Word: SCHOOL

INTERESTING	____	____	____	____	____	BORING
UNFRIENDLY	____	____	____	____	____	FRIENDLY
HELPFUL	____	____	____	____	____	HARMFUL
EASY	____	____	____	____	____	DIFFICULT
TENSE	____	____	____	____	____	RELAXED
MEANINGLESS	____	____	____	____	____	MEANINGFUL
FREE	____	____	____	____	____	CONFINED
UNIMPORTANT	____	____	____	____	____	IMPORTANT
PAINFUL	____	____	____	____	____	PLEASURABLE
REASONABLE	____	____	____	____	____	UNREASONABLE

*No significant difference in groups.

1 2 Key Word: WORK/WORKING Name _____

INTERESTING	____	____	____	____	____	BORING
UNFRIENDLY	____	____	____	____	____	FRIENDLY
HELPFUL	____	____	____	____	____	HARMFUL
EASY	____	____	____	____	____	DIFFICULT
TENSE	____	____	____	____	____	RELAXED
MEANINGLESS	____	____	____	____	____	MEANINGFUL
FREE	____	____	____	____	____	CONFINED
UNIMPORTANT	____	____	____	____	____	IMPORTANT
PAINFUL	____	____	____	____	____	PLEASURABLE
REASONABLE	____	____	____	____	____	UNREASONABLE

*No significant difference in groups.

Name _____

1 2

PART TWO

For numbers 1-5, use the words and scales as you did in Part One.

1. How would you rank your own communication skills?

WEAK _____ _____ _____ _____ _____ STRONG

2. How important is it for you to feel active and helpful in the community?

IMPORTANT _____ _____ _____ _____ _____ UNIMPORTANT

3. How much responsibility do you feel you can handle?

LITTLE _____ _____ _____ _____ _____ MUCH

4. How confident do you feel when you try to form new relationships with people?

CONFIDENT _____ _____ _____ _____ _____ FEARFUL

5. How confident do you feel about your own future?

CONFIDENT _____ _____ _____ _____ _____ FEARFUL

6. Which statement below best describes your current thinking about careers? Check one item only.

_____I am very undecided about career choices and have not narrowed down the possibilities yet.

_____I am beginning to identify some careers that I would probably like and some that I would probably not.

_____I am pretty certain about the career(s) that interest(s) me.

7. If you marked the second or third blank in #6, please specify the career(s) that currently appeal to you:

_____

_____

**Dramatic, significant change (+) in treatment groups; slight negative change in control group.

Name _____

PART THREE

(Adapted) PALMORE MEASURE OF KNOWLEDGE ON AGING

(Palmore, E., "Facts on Aging: A Short The Gerontologist, Vol. 17, No. 4, Quiz, 1977, 315-320).

Circle T for True or F for False. The term "older people" refers to those over 65.

T (F) 1. The majority of older people are senile (have confused memories, times of scattered or disturbed thinking).
(T) F 2. All five senses tend to decline in old age.
T (F) 3. Most older people have no interest in sexual relations.
(T) F 4. Lung capacity tends to decline in old age.
T (F) 5. The majority of older people feel miserable most of the time.
(T) F 6. Physical strength tends to decline in old age.
T (F) 7. At least one-tenth of the elderly live in long-stay institutions such as nursing homes, mental hospitals, and homes for the aged.
(T) F 8. Older drivers have fewer accidents per person than drivers under 65.
T (F) 9. Most older workers cannot work as effectively as younger workers.
(T) F 10. About 80% of the aged are healthy enough to carry out their normal activities.
T (F) 11. Most older people are set in their ways.
(T) F 12. Older people usually take longer to learn something new.
T (F) 13. It is almost impossible for most older people to learn new things.
(T) F 14. The reaction time (time needed to respond to stimulus) of most older people is slower than reaction time of younger people.
T (F) 15. In general, older people are pretty much alike.
(T) F 16. The majority of older people are seldom bored.
T (F) 17. The majority of older people are isolated and lonely.
(T) F 18. Older workers have fewer accidents than younger workers.
T (F) 19. About 5% of the U. S. population is now over 65.
(T) F 20. Most medical practioners (doctors, nurses, etc.) tend to give low priority to the aged (less attention than to younger people).
T (F) 21. The majority of older people have incomes below the official poverty level.
(T) F 22. The majority of older people are working or would like some kind of work (housework, volunteer work, etc.) to do.
T (F) 23. Older people tend to become more religious as they age.
(T) F 24. The majority of older people are seldom angry.
T (F) 25. The health status of older people in the year 2000 will probably be about the same as now.

**In the post-test, the treatment group performed better than the control group on 24 of 25 items. Participants demonstrated 90% accuracy or better on 12 items, compared with three such items for non-participants. Total scores further revealed:

	Pre-Test Average	Post-Test Average	Change
Treatment	61.99	74.95	12.96
Control	60.5	61.17	.67

Name _____

1 2

PART FOUR (adapted from measures developed by Zigarmi, Trusty, and Wellerson, Miami University, 1979)

On each line below, use the pairs of words and scales in between to mark your response. These responses should be marked as in Parts One and Two.

1. When you think about getting old or about your own aging process, which words best describe your image?

GOOD	_____	_____	_____	_____	_____	BAD
PAINFUL	_____	_____	_____	_____	_____	PLEASURABLE
HEALTHY	_____	_____	_____	_____	_____	SICK
WEAK	_____	_____	_____	_____	_____	STRONG
ACTIVE	_____	_____	_____	_____	_____	PASSIVE
SLOW	_____	_____	_____	_____	_____	FAST
SAD	_____	_____	_____	_____	_____	HAPPY
INDEPENDENT	_____	_____	_____	_____	_____	DEPENDENT

**Dramatic, significant change (+) in treatment group; slight positive change in control group.

2. When you think back to the last interaction you had with a person over 65 and <u>not</u> a relative, which words best describe that interaction or person?

GOOD	_____	_____	_____	_____	_____	BAD
IMPORTANT	_____	_____	_____	_____	_____	UNIMPORTANT
MEANINGLESS	_____	_____	_____	_____	_____	MEANINGFUL
WEAK	_____	_____	_____	_____	_____	STRONG
NEAT	_____	_____	_____	_____	_____	UNTIDY
EXCITABLE	_____	_____	_____	_____	_____	CALM
UNSELFISH	_____	_____	_____	_____	_____	SELFISH
CRUEL	_____	_____	_____	_____	_____	KIND

*Moderate positive change in treatment group; slight negative change in control group.

PART FOUR (CONTINUED) Name _____

3. When you think of older people in our society, which words best describe these individuals?

LOVED	____	____	____	____	____	UNLOVED
WEAK	____	____	____	____	____	STRONG
INSANE	____	____	____	____	____	SANE
POOR	____	____	____	____	____	RICH
HAPPY	____	____	____	____	____	SAD
ACTIVE	____	____	____	____	____	PASSIVE
INTERESTING	____	____	____	____	____	BORING
SLOW LEARNER	____	____	____	____	____	FAST LEARNER
PRODUCTIVE	____	____	____	____	____	UNPRODUCTIVE
SUPPORTED	____	____	____	____	____	IGNORED
DEPENDENT	____	____	____	____	____	INDEPENDENT

**The most dramatic, significant change in attitudes of treatment group occurred here, especially with regard to underlined items. Control group exhibited slight positive change.

4. When you think back to the last interaction you had with your grandmother or grandfather (or oldest other relative if no grandparents living), which words best describe that interaction or person?

UNGRATEFUL	____	____	____	____	____	GRATEFUL
WEAK	____	____	____	____	____	STRONG
HUMOROUS	____	____	____	____	____	SERIOUS
NEAT	____	____	____	____	____	UNTIDY
SLOW	____	____	____	____	____	FAST
INTERESTING	____	____	____	____	____	BORING
UNUSUAL	____	____	____	____	____	USUAL
BRAVE	____	____	____	____	____	AFRAID
USEFUL	____	____	____	____	____	USELESS
CRUEL	____	____	____	____	____	KIND

*No significant difference in groups. However, participants' journals frequently mentioned improved relationships with grandparents.

Name _____

1 2

PART FIVE

1. Place an X in the blank in front of any item you think is correct. You may mark more than one item if you wish, since there may be several ways to end the sentence accurately.

AS PEOPLE GROW OLD, THEY...

_____become less interested in politics

__X__tend to decline in short-term memory

_____tend to decline in long-term memory

__X__experience changes in the coloring of skin, hair, and eyes

_____decline in intelligence

_____become more fearful of death

_____receive more help from their children than they give

** % Correct Answers

	Pre-Test	Post-Test	Change
Treatment	68.57	96.2	27.63
Control	69.23	70.11	[illegible]

2. What special needs do you think people have when they are over 65?

* Participants made many references to companionship, regard and credit from others.

3. What is the best thing about growing old?

* Treatment group could list more advantages.

4. What is the worst thing about growing old?

5. Describe what you think your life will be like when you are over 65. What activities will you be involved in as an older person?

* Treatment group projected far more active lifestyles for themselves on post-test than on pre-test. Control group descriptions were not significantly changed.

6. At what age would you prefer to die? _____ Explain why.

Appendix A

IMPLEMENTATION AND SUGGESTED ACTIVITY

CAREER LIFE PLANNER FOLDER

FEBRUARY, 1979

The introduction of the Career Life Planner folder and appropriate activity will begin with the 1978-79 school year. Initial work will be done with grades seven thru ten and continue as the student moves on to higher grades. These activities are listed in this booklet. Other activity not listed in the booklet is encouraged.

A completed folder for use in entering the world of work or higher education is to be the goal of this endeavor.

CAREER LIFE PLANNER

Read to students:

This CAREER LIFE PLANNER folder is being introduced in grades 7 - 10. It was designed to help you plan your educational and career future. It is your folder, your property, and the counseling staff will be custodians of it until you complete your education at Upper Arlington. At that time, it will be given to you to keep.

We want you to feel free to include in it any information which will help you enter into future educational pursuits and the world of work. We have some ideas of things that will help you in this endeavor. You will find them listed on the front of the folder.

You may have any item reproduced at any time to submit to an educational institution or employer in job applications.

The counseling staff will help you update the information from year to year.

Career Life Planner
Instructions for Completion

Grade Seven

1. Purpose of the folder is explained and information is PRINTED on front cover and tab during values clarification sessions.
2. Parent shadowing experience is written up and filed.
3. Students are instructed on procedure for procuring social security card.
4. Final grade report is filed.

Grade Eight

1. Purpose of folder is explained and information is printed on front cover and tab during decision making sessions.

2. Page three of folder, SELF APPRAISAL, is begun.

3. Page four, FOUR YEAR PLAN, is begun.

4. Ohio Vocational Interest Survey (OVIS) is explained and a copy of the results is filed.

5. Final grade report is filed

Grade Nine

1. Purpose of folder is explained and information is PRINTED on front cover and tab.
2. Page two, CAREER GOALS, is begun.
3. Page three , SELF-APPRAISAL, is continued.
4. Page four, FOUR YEAR PLAN, is continued as courses for next year are chosen.
5. A resume is completed with two letters of recommendation attached.
6. English teachers help students prepare a autobiography for filing in folder.
7. Recheck is made for social security number.
8. Writeup of career shadowing experience is filed.
9. Awards, commendations, and final grade reports are filed.

Grade Ten

1. Purpose of folder is explained and information is printed on front cover and tab. (78-79 only)

2. Page two, CAREER GOALS, is continued.

3. Page three, SELF APPRAISAL, is continued.

4. Page four, FOUR YEAR PLAN, is continued.

5. Final grade report is filed.

Grade Eleven

1. Page two, CAREER GOALS, is continued.
2. Page three, SELF APPRAISAL, is continued.
3. Page four, FOUR YEAR PLAN, is completed.
4. Autobiography is re-written as a part of the English class.
5. Final grade report is filed.

Grade Twelve

1. Page two, Career Goals, is completed.
2. Page three, Self Appraisal, is completed.
3. Page for is reviewed and updated.
4. Resume is reviewed and updated.
5. Awards and commendations are filed.
6. Final grade report is filed.
7. Folder is presented to graduating senior.

APPENDIX B

A REPORT ON
ELEMENTARY SCHOOL CHILDREN'S NEEDS
AS PERCEIVED BY
PARENTS, STUDENTS, TEACHERS
IN TARGETED ELEMENTARY SCHOOLS

UPPER ARLINGTON CITY SCHOOLS

1979-1980

PREPARED BY:

Pat Lance, Elementary Career Guidance Coordinator

This report is intended to summarize the results of a needs assessment in targeted elementary schools during the 1979-1980 school year. The assessment was done in response to one activity designated in the role description of the Elementary Career Guidance Coordinator.

After an examination of developmental theories and needs of elementary school children, certain items were identified for survey porposes. Other items were included in response to the goals of Career Education, Quality of School Life, and implementation of the health curriculum. In essence, the survey was developed to integrate several aspects of the district's goals for the 1979-1980 school year.

Since these programs seemed to have purposes in common, it was felt that an integrated approach designed to meet student needs could accomplish many of the various objectives with less fragmentation.

Four of the seven elementary schools were targeted for participation: Burbank, Greensview, Tremont, and Barrington. The assessment was conducted by the Career Education Building Team in each school (with the exception of Burbank which used a team of Career Education and Quality of School Life committee members. Assessment of students and/or teachers and/or parents was determined by each team and ranged from eliciting only student response to obtaining responses from, parents, teachers and students.

Burbank Elementary School

Burbank Elementary School conducted their needs assessment during the first semester of school. A copy of the survey used and results are included in Appendix A.

The team at Burbank surveyed all parents, students, and teachers from the Burbank school population. Two items appeared in the top five needs of these groups: assuming responsibility and feeling good about oneself. A third item, getting along with peers, was ranked among the top five by students and parents, and sixth by teachers.

Having identified three needs (as determined by parents, teachers, students), implementation activities were developed. The Elementary Career Guidance Coordinator and Career Education Intern planned classroom activities for each identified need. These activities were conducted in each classroom by the coordinator and intern. Follow-through and follow-up activities were provided to classroom teachers. Each activity developed a theme for one calendar month. At the end of the month, the coordinator and intern returned to the classroom to determine effectiveness of each classroom in meeting the goals of the activity and month's theme.

An example will illustrate. In the identified area, assuming responsibility, the coordinator and intern went into classrooms to discuss the meaning of responsibility, consequences for self and others when responsibilities are not met, and identification of student responsibilities. Role play and discussion were used to illustrate. Each classroom then

selected five responsibilities to work toward successful completion for the month. The five were identified, listed on a chart, and reviewed at the end of each day in small groups under the supervision of the classroom teacher. The object was for the classroom, as a group, to accomplish 80% of the responsibilities for the month. The Beaver Award, highly valued by Burbank students, was presented to any classroom accomplishing the 80% completion rate.

Greensview Elementary School

At Greensview Elementary School, the needs assessment was conducted with all teachers and parents, and with students in grades 3-6. A copy of the assessment instrument and results are contained in Appendix B. The major change in the instrument was to include the category, BOTH, as a response, indicating that the stated need was a responsibility of the school, the home, or both the home and school.

The summary sheet of responses was presented to each teacher at building grade level meetings by the Elementary Career Guidance Coordinator. At that time, techniques that teachers are currently utilizing to meet these needs were surveyed. Teachers also used brainstorming techniques to determine additional or new techniques. As a support service to the teachers for need accomplishment, the elementary coordinator offered assistance to plan with them or conduct activities in the classrooms. No specific dates for coordinator involvement in classrooms were set at that time.

Barrington Elementary School

At Barrington Elementary School, the team opted to survey only students. The results of the student survey are presented in Appendix C.

While this survey was conducted too late in the school year to plan implementation activities, a parallel can be drawn from the implementation of career education objectives.

The elementary coordinator met with each teacher at building grade level meetings. The objectives were explained and the offer of classroom support extended. Areas of coordinator involvement were presented and coordinator involvement in classrooms scheduled for specific dates and times. The majority of these activities involved teaching decision making skills, the building goal for career education during the 1979-1980 school year.

Tremont Elementary School

The Trement Elementary School team elected to survey teachers, parents and students. The instruments and results are presented in Appendix D. Because of the open-enden nature of the student survey, responses were difficult to tally and are not presented. The intent of this type of student survey was to make the responses more meaningful to individual classroom teachers.

By way of classroom support, the elementary coordinator attended a Tremont teachers staff meeting to indicate support services available to teachers and students. A sign-up sheet

was distributed, whereby teachers could schedule classroom assistance. The theme of requested activities was to be stated by the requesting teacher. In this way, teachers were describing needs in their individual classrooms. These themes centered around:

Getting Along with Peers
Improving Student Self Concept
Respecting the Rights of Others
Developing Good Work Habits

From this list, dates and times for activities were scheduled and activities initiated.

Classroom Support Services

The structure for classroom support services was provided in four ways:

1. Classroom support scheduled; support not considered an option for teachers (Burbank program)
2. Classroom support offered; support scheduled through an "on call" basis (ask, we'll come) (Greensview program)
3. Classroom support offered; support scheduled at time of offer in small group meetings (Barrington program)
4. Classroom support offered; support scheduled at time of offer in large group staff meeting (Tremont program)

The option that provided the greatest amount of classroom assistance was the first option. The greatest amount of support for teachers for the goals that were to be accomplished also came from the use of that option.

The least amount of classroom assistance (no classroom services provided) came from option two. Although the offer of

support was extended with instructions on how to obtain the services, no requests were forthcoming.

Options three and four were equal in providing classroom assistance but, more teachers opted to not have assistance than actually scheduled activities through the elementary career guidance program.

These findings could be interpreted in several ways:

1. Teachers are capable of providing these services (meeting student needs) without outside support.
2. Teachers do not really care about meeting student needs beyond academic expectations.
3. Teachers are reluctant to seek outside assistance.
4. Teachers are more likely to accept offers of outside assistance if scheduled at the time of the offer of support.
5. Teachers willingly accept outside support but may not seek it.

Generally, we found that the greatest use of services and the greatest acceptance of these services, were provided by the first option. The number of additional requests for service and comments from teachers participating in that option, was greatest under this arrangement.

If classroom support services for meeting identified student needs are to be provided, and if the district is committed to working toward meeting those needs, a program providing nonvoluntary assistance to every child in every classroom should be seriously considered. Optional support programs did not prove to be capable of providing the same services where needs were identified.

Needs Assessment Results and Recommendations

From the student surveys, students in each of the targeted elementary schools indicated certain needs that could be further developed. Parent and teacher surveys indicated that meeting these needs is, for the most part, a combined responsibility of the home and the school. The only needs that stand out as being primarily a responsibility of the home are:

Learning to get along with siblings
Communicating with parents
Understanding and dealing with feelings about divorce
Understanding death and dying

All other needs identified through the surveys are perceived by parents and teachers as a joint responsibility of home and school.

If the school district is committed to accomplishing need achievement on the part of the elementary school children of the district, two suggestions are in order.

1. Identify needs that are currently being met and successful techniques that are partially responsible. Identify needs not currently met and determine methods to accomplish through existing personnel in the elementary schools.

2. Determine an elementary program that will be designed to meet these needs for all children regardless of present level of need accomplishment by certain teachers, in certain classrooms, in certain buildings, realizing that uniformity does not exist.

If we are committed to making certain that an organized plan for meeting these needs affects every elementary child in the Upper Arlington Schools, the second procedure will probably accomplish this goal to the fullest extent. Voluntary participation was not judged as successful this year, even though every classroom surveyed indicated a number of student needs apparently not currently being met.

If an elementary guidance program were developed to assist with this goal, it would be a mistake to pattern it from the existing guidance program in the secondary schools. The needs of elementary children, the tasks of the elementary schools, and the techniques of guidance services for elementary schools are very different from those that exist on the secondary level.

For a program of this nature to be successful at the elementary level, a highly structured program with counselor involvement in the classrooms is necessary. I would be happy to discuss further the models of elementary guidance that exist within the State of Ohio that seem to be successfully meeting the needs of elementary school children, if requested.

November 12, 1979

Dear Parents,

The Burbank Quality of School Life Committee is conducting an assessment of the needs of our children. The purpose of this assessment is to identify areas that parents feel are important for their child's (children's) social and emotional growth.

Input from parents, teachers, and students will be used to develop classroom activities designed to help meet these needs. Activities will be conducted on a monthly basis by the Burbank professional staff.

Please complete a survey <u>for each child</u> attending Burbank. This may mean that you could complete this survey more than once as needs may vary from grade level to grade level. First, indicate whether the item is a school responsibility or not. If you think it is, rate the item according to how important you feel it is for your child's present needs.

If the item is <u>not</u> a school responsibility no further rating is necessary.

If the item <u>is</u> a school responsibility please use the following scale in rating the importance of the item.

SCHOOL RESPONSIBILITY		IMPORTANCE		
YES	NO	low - - -> high		
✓		(1)	2	3
✓		1	(2)	3
✓		1	2	(3)

Circle 1 if you feel this item is of low importance.

Circle 2 if you feel this item is of moderate importance.

Circle 3 if you feel this item is a must for your child.

Thank you for your assistance. Please return this survey to your child's teacher by November 14, 1979.

Sincerely,

Burbank Quality of School Life Committee

GRADE LEVEL _____

PLEASE RESPOND TO EACH ITEM	SCHOOL RESPONSIBILITY		IMPORTANCE		
	YES	NO	low - - -> high		
1. Learning to get along with peers			1	2	3
2. Learning to get along with siblings			1	2	3
3. Communicating with parents			1	2	3
4. Communicating with teachers			1	2	3
5. Feeling good about oneself			1	2	3
6. Learning how to accept one's abilities			1	2	3
7. Learning how to accept one's limitations			1	2	3
8. Learning how to deal with frustration			1	2	3
9. Respecting differences among people			1	2	3
10. Assuming responsibility			1	2	3
11. Recognizing and understanding the meaning of one's emotions			1	2	3
12. Developing self confidence			1	2	3
13. Dealing with peer pressure			1	2	3
14. Learning how values affect one's behavior			1	2	3
15. Making productive use of leisure time			1	2	3
16. Learning to share			1	2	3
17. Learning how to make decisions			1	2	3
18. Learning to think critically			1	2	3
19. Accepting rules			1	2	3
20. Understanding the value of truth			1	2	3
21. Determining differences between fact and fantasy			1	2	3
22. Accepting the successes of others			1	2	3
23. Understanding the uses and hazards of - drugs			1	2	3
- alcohol			1	2	3
- tobacco			1	2	3
24. Using acceptable language.			1	2	3
25. Understanding and dealing with feelings about divorce			1	2	3
26. Understanding death and dying			1	2	3
LIST BELOW ANY OTHERS THAT YOU FEEL ARE IMPORTANT FOR YOUR CHILD					
27. _____			1	2	3
28. _____			1	2	3
29. _____			1	2	3
30. _____			1	2	3

OF THE ABOVE (ITEMS 1-30), PLEASE INDICATE THE NUMBERS OF THE FIVE MOST IMPORTANT ITEMS

_____ _____ _____ _____ _____

PLEASE RETURN THIS FORM TO YOUR CHILD'S TEACHER BY NOVEMBER 14, 1979.

GRADE LEVEL _____

PLEASE RESPOND TO EACH ITEM	YES	NOT SURE	NO
1. I want to learn how to get along better with my friends			
2. I want to learn how to get along better with my brothers and sisters			
3. I want to learn how to talk to my parents about how I feel about things			
4. I want to learn how to talk to my teachers about how I feel about things			
5. I want to learn how to really like myself			
6. I want to learn how to accept the things that I can do well			
7. I want to learn how to accept the things that I cannot do			
8. I want to learn how to handle things that do not go my way			
9. I want to learn to like all people, even if they are different from me			
10. I want to learn to do things that I am supposed to do			
11. I want to understand why I feel happy or sad sometimes			
12. I want to feel that I can do anything I try			
13. I want to learn how to say no to my friends when they want me to do things I don't want to do			
14. I want to understand why I act the way I do sometimes			
15. I want to know more things to do in my spare time			
16. I want to learn how to share things that are mine with other people			
17. I want to learn how to make decisions for myself			
18. I want to learn how to think clearly			
19. I want to be better at accepting rules			
20. I want to learn what it means when I don't tell the truth			
21. I want to learn more about the difference between what is real and what is made up			
22. I want to learn how to be happy when someone else does something better than I do			
23. I want to learn more about - drugs			
- alcohol			
- tobacco			
24. I want to use good language			
LIST BELOW ANY OTHERS THAT ARE IMPORTANT FOR YOU TO LEARN MORE ABOUT			
25. _____			
26. _____			
27. _____			

OF THE ABOVE (ITEMS 1-27), PLEASE INDICATE THE NUMBERS OF THE FIVE MOST IMPORTANT ITEMS

_____ _____ _____ _____ _____

Teacher Form

GRADE LEVEL _____

PLEASE RESPOND TO EACH ITEM	SCHOOL RESPONSIBILITY		IMPORTANCE		
	YES	NO	low - - -> high		
1. Learning to get along with peers			1	2	3
2. Learning to get along with siblings			1	2	3
3. Communicating with parents			1	2	3
4. Communicating with teachers			1	2	3
5. Feeling good about oneself			1	2	3
6. Learning how to accept one's abilities			1	2	3
7. Learning how to accept one's limitations			1	2	3
8. Learning how to deal with frustration			1	2	3
9. Respecting differences among people			1	2	3
10. Assuming responsibility			1	2	3
11. Recognizing and understanding the meaning of one's emotions			1	2	3
12. Developing self confidence			1	2	3
13. Dealing with peer pressure			1	2	3
14. Learning how values affect one's behavior			1	2	3
15. Making productive use of leisure time			1	2	3
16. Learning to share			1	2	3
17. Learning how to make decisions			1	2	3
18. Learning to think critically			1	2	3
19. Accepting rules			1	2	3
20. Understanding the value of truth			1	2	3
21. Determining differences between fact and fantasy			1	2	3
22. Accepting the successes of others			1	2	3
23. Understanding the uses and hazards of - drugs			1	2	3
- alcohol			1	2	3
- tobacco			1	2	3
24. Using acceptable language.			1	2	3
25. Understanding and dealing with feelings about divorce			1	2	3
26. Understanding death and dying			1	2	3
LIST BELOW ANY OTHERS THAT YOU FEEL ARE IMPORTANT FOR YOUR CHILD					
27. _____			1	2	3
28. _____			1	2	3
29. _____			1	2	3
30. _____			1	2	3

OF THE ABOVE (ITEMS 1-30), PLEASE INDICATE THE NUMBERS OF THE FIVE MOST IMPORTANT ITEMS

_____ _____ _____ _____ _____

PLEASE RETURN THIS FORM TO YOUR CHILD'S TEACHER BY NOVEMBER 14, 1979.

INTENT OF THE SURVEY

A Quality of School Life Committee was established at Burbank in the fall of 1979 as part of a District thrust to zero in on substance abuse, mental health, vandalism, and discipline. The members of the local committee felt that the most appropriate (for elementary age students) approach to substance abuse and mental health would be through prevention strategies. These strategies should enable students to be informed and to be able to cope socially and emotionally with everyday life situations.

As a starting point the committee along with Pat Lance developed two survey forms (26 item parent survey, 24 item student survey) to assess the social/emotional needs of students as perceived by students, parents, and teachers. In addition parents and teachers indicated whether the home or the school had the primary responsibility for the growth area. The survey was conducted the first week in November. Parent responses were received for eighty-four percent (84%) of the student population. While parent interpretation of and response to the survey varied, the large number of parents responding gives a descriptive profile of their perception of student needs and school responsibility. Many parents indicated on the survey forms a dual home/school responsibility for the identified growth areas.

FINDINGS

A frequency analysis and rank order process was used to analyze and array student, parent, and teacher responses. The five highest and three lowest ranked items are reported.

I. Student Responses

A. Students ranked the following areas as most important needs:

K-3 Students

1. I want to learn things I am supposed to do
2. I want to learn to accept things I cannot do
3. I want to learn how to get along with my friends
4. I want to learn how to accept the things I can do well
5. I want to learn how to handle things that do not go my way

4-6 Students

1. I want to use good language
2. I want to learn to make decisions for myself
3. I want to feel that I can do anything I try
4. I want to learn things I am supposed to do
5. I want to learn how to get along better with my friends

B. Students ranked the following as least important needs:

K-3 Students

1. I want to learn more about tobacco
2. I want to learn more about alcohol
3. I want to learn more about drugs

4-6 Students

1. I want to learn more about the difference between what is real and what is made up
2. I want to learn more about tobacco
3. I want to learn what it means when I don't tell the truth

C. Understanding the uses and hazards of drugs, alcohol, and tobacco were rated as follows:

K-3 Students

Priority	Area
24	drugs
25	alcohol
26	tobacco

4-6 Students

Priority	Area
16	drugs
22	alcohol
25	tobacco

II. Parent Responses

A. Parents ranked the following areas of school responsibilities as their priorities:

K-3 Parents

1. Assuming responsibilities
2. Communication with teachers
3. Developing self confidence
4. Learning to get along with peers
5. Feeling good about oneself

4-6 Parents

1. Feeling good about oneself
2. Communication with teachers
3. Learning to get along with peers
4. Developing self confidence
5. Assuming responsibilities

B. Areas for which the school has least responsibility were reported as:

K-3 Parents

1. Learning to get along with siblings
2. Understanding and dealing with feelings about divorce
3. Understanding death and dying

4-6 Parents

1. Learning to get along with siblings
2. Understanding and dealing with feelings about divorce
3. Understanding death and dying

C. Understanding the uses and hazards of drugs, alcohol and tobacco were rated as follows:

K-3 Parents

Priority	Area
15	drugs
14	alcohol
16	tobacco

4-6 Parents

Priority	Area
10	drugs
22	alcohol
21	tobacco

III. Teacher Responses

A. Teachers ranked the following areas of school responsibilities as their priorities:

1. Assuming responsibilities
2. Feeling good about oneself
3. Learning to think critically
4. Accepting rules
5. Understanding the value of truth

B. Areas for which the school has least responsibility were reported:

1. Learning to get along with siblings
2. Understanding death and dying
3. Understanding and dealing with feelings about divorce

C. Understanding the uses and hazards of drugs, alcohol, and tobacco were rated as follows:

Priority	Area
19	drugs
20	alcohol
22	tobacco

OBSERVATIONS

1. Two common items were ranked among the top five by students, parents, and teachers - assuming responsibility and feeling good about oneself.
2. Learning to get along with peers was ranked among the top five by students and parents and sixth by teachers.
3. Parents of students in grades K-3 and grades 4-6 identified the same five areas of need but gave different priority rank to the areas. Parents K-6 place importance on the same areas of growth/responsibility.
4. Teachers and parents place a priority on feeling good about oneself but students do not share that perception.
5. Students, parents, and teachers give a rather low rating to the need for understanding the uses and hazards of drugs, alcohol and tobacco. At the same time a much higher ranking is given to - learns how to think critically and to make decisions. In order to think critically and make decisions, students need to know about substance use and abuse.
6. Staff and parents gave similar perceptions about areas that should receive least school attention (siblings, death and dying, and divorce).

NEXT STEPS

Concern for the social and emotional growth of students at Burbank has been a continuing one. The North Central Self Study in 1978 identified student self concept and positive peer relations as paramount objectives. The quality of school life thrust has reinforced this school priority through emphasis on substance use and abuse. For the remainder of the 1979-80 school year the following activities are being planned:

A. Parents

1. Disseminate summary of survey report to all parents by February 11
2. Involve parents in sessions held District wide and sponsored by Quality of School Life Council (held in connection with The Institute for Human Awareness)
3. Involve sixth grade parents and students in a half-day substance use/abuse workshop the second or third week in April

B. Students

1. Conduct a classroom guidance session monthly based on one of the following topics: school responsibilities, feeling good about oneself, and getting along with peers

2. Involve sixth grade students and parents in a half-day workshop focusing on substance use/abuse

3. Read and share one library book in grades 3-6 that describes how a person got along with friends, assumed responsibilities, or overcame a personal handicap

C. Teachers

1. Read aloud two books that reinforce and extend the theme(s) of the classroom guidance sessions

2. Implement the health curriculum guide especially the strand emphasizing the social/emotional growth

3. Enable every student to find success in school

D. Quality of School Life Committee

1. Plan sixth grade parent/student workshop and secure resource persons

2. Plan parent awareness session in April

3. Discuss evaluative approach(es) to assess the effectiveness in meeting expressed student needs.

4. Share parent and staff reactions and input

STUDENT SURVEY ITEMS	STUDENT PRIORITY RANKS									
I want to:	K	1	1-2	2	3	4	5	6	K-3	4-
1. learn how to get along better with my friends	3	8	7	10	12	5	3	4	3	4
2. learn how to get along better with my brothers and sisters	17	6	2	4	16	17	8	3	8	8
3. learn how to talk to my parents about how I feel about things	4	14	2	7	12	11	11	6	6	9
4. learn how to talk to my teachers about how I feel about things	25	3	9	8	21	13	18	20	15	19
5. learn how to really like myself	15	11	21	12	18	15	23	12	17	19
6. learn how to accept the things that I can do well	21	1	4	18	1	7	6	16	4	10
7. learn how to accept the things that I cannot do	2	8	15	10	7	8	16	11	2	12
8. learn how to handle things that do not go my way	1	13	9	12	12	21	8	10	5	13
9. learn to like all people, even if they are different from me	21	12	15	16	10	9	11	13	16	11
10. learn to do things that I am supposed to do	1	2	1	2	1	3	4	6	1	4
11. understand why I feel happy or sad sometimes	5		12	12	18	21	22	26	18	23
12. feel that I can do anything I try	5	7	18	1	5	2	5	9	7	1
13. learn how to say no to my friends when they want me to do things I don't want to do	17		13	6	1	6	6	4	10	
14. understand why I act the way I do sometimes	15		5	2	15	17	16	14	12	1
15. know more things to do in my spare time	17		5	4	7	10	15	17	11	1
16. learn how to share things that are mine with other people	5		9	18	21	23	18	20	22	2
17. learn how to make decisions for myself	13	3	15	8	5	4	2	6	8	
18. learn how to think clearly	13		7	12	7	13	8	1	13	
19. be better at accepting rules	5	3	18	17	21	15	18	14	14	1
20. learn what it means when I don't tell the truth	17	8	21	18	18	24	21	23	20	2
21. learn more about the difference between what is real and what is made up	5		13	18	24	26	25	23	23	2
22. learn how to be happy when someone else does something better than I do	5		18	23	10	11	13	17	20	1
23. a. learn more about - drugs	5			23	16	17	13	20	24	1
b. - alcohol	23			23	25	17	24	17	25	2
c. - tobacco	24			23	25	24	26	23	26	2
24. use good language	5		23	18	4	1	1	1	18	

STUDENT NEEDS

Grade K-3

Priority #	
1	I want to learn to do things that I am supposed to do
2	I want to learn to accept the things I cannot do
3	I want to learn how to get along with my friends
4	I want to learn how to accept the things that I can do well
5	I want to learn how to handle things that do not go my way
6	I want to learn how to talk to my parents about how I feel about things
7	I want to feel that I can do anything I try
8	I want to learn how to get along better with my brothers and sisters
9	I want to learn how to make decisions for myself
10	I want to learn how to say no to my friends when they want me to do things I don't want to do
11	I want to know more things to do in my spare time
12	I want to understand why I act the way I do sometimes
13	I want to learn how to think clearly
14	I want to be better at accepting rules
15	I want to learn how to talk to my teachers about how I feel about things
16	I want to like all people, even if they are different from me
17	I want to learn how to really like myself
18	I want to understand why I feel happy or sad sometimes
19	I want to use good language
20	I want to learn how to be happy when someone else does something better than I do
21	I want to learn what it means when I don't tell the truth
22	I want to learn how to share things that are mine with other people
23	I want to learn more about differences between what is real and what is made up
24	I want to learn more about drugs
25	I want to learn more about alcohol
26	I want to learn more about tobacco

STUDENT NEEDS

Grade 4-6

Priority #	
1	I want to use good language
2	I want to learn how to make decisions for myself
3	I want to feel that I can do anything I try
4	I want to learn how to get along better with my friends
5	I want to learn to do things that I am supposed to do
6	I want to learn how to say no to my friends when they want me to do things that I don't want to do
7	I want to learn how to think clearly
8	I want to learn how to get along better with my brothers and sisters
9	I want to learn how to talk to my parents about how I feel about things
10	I want to learn how to accept the things that I can do well
11	I want to learn to like all people, even if they are different from me
12	I want to learn how to accept the things I cannot do
13	I want to learn how to handle things that do not go my way
14	I want to learn how to be happy when someone else does something better than I do
15	I want to know more things to do in my spare time
16	I want to understand why I act the way I do sometimes
17	I want to learn more about drugs
18	I want to be better at accepting rules
19	I want to learn how to talk to my teachers about how I feel about things
20	I want to learn how to really like myself
21	I want to learn how to share things that are mine with other people
22	I want to learn more about alcohol
23	I want to understand why I feel happy or sad sometimes
24	I want to learn what it means when I don't tell the truth
25	I want to learn more about tobacco
26	I want to learn more about the difference between what is real and what is made up

PARENT and TEACHER SURVEY ITEMS	PARENT PRIORITY RANKS								
	K	1	1-2	2	3	4	5	6	K-3
1. Learning to get along with peers	4	8	4	4	8	4	3	6	4
2. Learning to get along with siblings	27	28	26	27	28	26	27	28	28
3. Communicating with parents	25	27	25	25	25	23	25	25	25
4. Communicating with teachers	5	1	6	2	3	2	4	1	2
5. Feeling good about oneself	9	4	3	7	13	1	17	7	5
6. Learning how to accept one's abilities	8	7	5	9	12	10	8	2	7
7. Learning how to accept one's limitations	10	11	8	7	15	6	5	12	11
8. Learning how to deal with frustration	7	17	10	7	14	13	13	15	12
9. Respecting differences among people	13	15	11	13	6	14	15	14	13
10. Assuming responsibility	3	4	1	3	1	5	1	13	1
11. Recognizing and understanding the meaning of one's emotions	22	24	24	22	24	21	24	18	24
12. Developing self confidence	1	2	7	5	2	9	2	4	3
13. Dealing with peer pressure	12	8	13	6	10	12	13	16	10
14. Learning how values affect one's behavior	23	22	22	18	21	19	18	23	22
15. Making productive use of leisure time	24	23	22	23	23	22	23	24	23
16. Learning to share	18	18	15	20	16	20	22	20	18
17. Learning how to make decisions	11	4	12	12	6	3	14	5	8
18. Learning to think critically	6	16	9	17	4	7	7	3	9
19. Accepting rules	1	3	2	1	22	11	6	10	6
20. Understanding the value of truth	14	8	16	14	19	15	16	19	17
21. Determining differences between fact and fantasy	17	20	21	19	17	17	19	17	20
22. Accepting the successes of others	15	19	18	10	20	18	20	21	19
23. a. Understanding the uses and hazards of - drugs	16	12	20	11	5	8	9	11	15
b. - alcohol	19	12	14	14	9	NR	11	8	14
c. - tobacco	19	12	17	14	11	NR	10	8	16
24. Using acceptable language	21	21	19	21	18	16	21	22	21
25. Understanding and dealing with feelings about divorce	27	25	27	25	27	25	27	27	27
26. Understanding death and dying	26	26	27	24	26	24	26	26	26

TEACHER PRIORITY RANKS by ITEM

Burbank teachers listed the following priority areas as school responsibilities:

1	Assuming responsibilities
2	Feeling good about oneself
3	Learning to think critically
4	Accepting rules
5	Understanding the value of truth
6	Learning to get along with peers
7	Learning to make decisions
8	Learning how to accept one's abilities
9	Communicating with teachers
10	Accepting the success of others
11	Learning how values affect one's behavior
12	Using acceptable language
13	Learning how to accept one's limitations
14	Developing self confidence
15	Respecting differences among people
16	Dealing with peer pressure
17	Learning how to deal with frustrations
18	Learning to share
19	Understading the uses and hazards of drugs
20	Understanding the uses and hazards of alcohol
21	Determining difference between fact and fantasy
22	Understanding the uses and hazards of tobacco
23	Recognizing and understanding the meaning of one's emotions
24	Making productive use of leisure time
25	Communicating with parents
26	Understanding and dealing with feelings about divorce
27	Understanding death and dying
28	Learning to get along with siblings

STUDENT FORM

GRADE LEVEL _____

GREENSVIEW GRADES 3-6

PLEASE RESPOND TO EACH ITEM

		YES	NOT SURE	NO
1.	I want to learn how to get along better with my friends	111	2	107
2.	I want to learn how to get along better with my brothers and sisters	130	2	93
3.	I want to learn how to talk to my parents about how I feel about things	110	3	110
4.	I want to learn how to talk to my teachers about how I feel about things	104	2	120
5.	I want to learn how to really like myself	93	2	126
6.	I want to learn how to accept the things that I can do well	105	2	114
7.	I want to learn how to accept the things that I cannot do	132	0	98
8.	I want to learn how to handle things that do not go my way	111	1	113
9.	I want to learn to like all people, even if they are different from me	133	2	91
10.	I want to learn to do things that I am supposed to do	133	0	92
11.	I want to understand why I feel happy or sad sometimes	84	2	142
12.	I want to feel that I can do anything I try	127	1	97
13.	I want to learn how to say no to my friends when they want me to do things I don't want to do	144	0	32
14.	I want to understand why I act the way I do sometimes	109	3	112
15.	I want to know more things to do in my spare time	118	0	110
16.	I want to learn how to share things that are mine with other people	91	0	132
17.	I want to learn how to make decisions for myself	113	0	111
18.	I want to learn how to think clearly	110	1	110
19.	I want to be better at accepting rules	97	1	132
20.	I want to learn what it means when I don't tell the truth	89	0	135
21.	I want to learn more about the difference between what is real and what is made up	76	3	140
22.	I want to learn how to be happy when someone else does something better than I do	116	2	105
23.	I want to learn more about - drugs	101	1	123
	- alcohol	138	0	89
	- tobacco	83	0	132
24.	I want to use good language	126	1	98
	LIST BELOW ANY OTHERS THAT ARE IMPORTANT FOR YOU TO LEARN MORE ABOUT			
25.	_____			
26.	_____			
27.	_____			

OF THE ABOVE (ITEMS 1-27), PLEASE INDICATE THE NUMBERS OF THE FIVE MOST IMPORTANT ITEMS

_____ _____ _____ _____ _____

GREENSVIEW	Highly positive	Positive	
1. Learning to get along with peers	15	6	163
2. Learning to get along with siblings	131	1	49
3. Communicating with parents	111	4	63
4. Communicating with teachers	12	35	132
5. Feeling good about oneself	13	2	162
6. Learning how to accept one's abilities	11	0	166
7. Learning how to accept one's limitations	14	1	163
8. Learning how to deal with frustrations	14	3	160
9. Respecting differences among people	12	1	159
10. Assuming responsibility	19	2	159
11. Recognizing and understanding the meaning of one's emotions	44	2	133
12. Developing self confidence	13	3	162
13. Dealing with peer pressure	12	5	160
14. Learning how values affect one's behavior	45	3	136
15. Making productive use of leisure time	63	3	114
16. Learning to share	27	1	149
17. Learning how to make decisions	13	3	163
18. Learning to think critically	6	16	154
19. Accepting rules	12	1	167
20. Understanding the value of truth	36	0	142
21. Determining differences between fact and fantasy	35	1	143
22. Accepting the successes of others	17	2	157
23. Understanding the uses and hazards of - drugs	16	3	171
- alcohol		2	159
- tobacco	12	2	160
24. Using acceptable language	26	0	133
25. Understanding and dealing with feelings about divorce	110	0	70
26. Understanding death and dying	123	0	77
27. Communicating with adults	23	1	151

LIST BELOW ANY OTHERS THAT YOU FEEL ARE IMPORTANT FOR YOUR CHILD

Greensview - Teacher Form

1. Learning to get along with peers	4	1	15
2. Learning to get along with siblings	14	0	2
3. Communicating with parents	9	2	5
4. Communicating with teachers	0	8	8
5. Feeling good about oneself	0	0	16
6. Learning how to accept one's abilities	0	0	16
7. Learning how to accept one's limitations	0	0	16
8. Learning how to deal with frustrations	0	0	16
9. Respecting differences among people	0	0	16
10. Assuming responsibility	2	0	14
11. Recognizing and understanding the meaning of one's emotions	2	0	14
12. Developing self confidence	0	0	16
13. Dealing with peer pressure	0	1	15
14. Learning how values affect one's behavior	3	0	13
15. Making productive use of leisure time	4	0	12
16. Learning to share	2	0	14
17. Learning how to make decisions	1	1	14
18. Learning to think critically	0	3	13
19. Accepting rules	1	0	15
20. Understanding the value of truth	3	0	13
21. Determining differences between fact and fantasy	0	1	15
22. Accepting the successes of others	0	0	16
23. Understanding the uses and hazards of - drugs	2	0	14
- alcohol	3	0	13
- tobacco	3	0	13
24. Using acceptable language	7	0	9
25. Understanding and dealing with feelings about divorce	14	0	2
26. Understanding death and dying	12	0	4
27. Communicating with adults	0	0	16

LIST BELOW ANY OTHERS THAT YOU FEEL ARE IMPORTANT FOR YOUR CHILD

GREENSVIEW SURVEY

Teacher responses (n=16)

Home Responsibilities

Learning to get along with siblings (14)

Communicating with parents (9)

Using acceptable language (7)

Understanding and dealing with feelings about divorce (14)

Understanding death and dying (12)

School Responsibilities

Communicating with teachers (8)

Parent responses (n=190)

Home Responsibilities

Learning to get along with siblings (131)

Communicating with parents (111)

Making productive use of leisure time (63)

Understanding and dealing with feelings about divorce (111)

Understanding death and dying (103)

School Responsibilities

none specifically stand out

Student responses (gr. 3-6)
Positive responses to items

I want to learn how to say no to my friends when they want me to do the things I don't want to do. (144-82)

I want to learn to do the things that I am supposed to do. (133-92)

I want to learn how to accept the things that I cannot do. (132-98)

I want to learn how to get along better with my brothers and sisters. (130-93)

Primary
Grade Level Barrington K-3

STUDENT FORM

	YES	NOT-SURE	NO
1. I need to learn how to get along better with my friends.	65	46	143
2. I need to learn to like all people, even if they are different than me.	95	75	82
3. I need to learn to do things that I'm supposed to do.	98	44	109
4. I need to understand why I feel happy, sad, or angry	92	72	90
5. I want to feel that I can do most anything I try.	170	46	25
6. I need to learn how to say no to my friends when they want me to do things I don't want to do.	98	38	114
7. I need to know more things to do in my spare time.	107	60	93
8. I need to learn how to share things that are mine with other people.	67	41	144
9. I need to learn how to make decisions for myself.	103	45	102
10. I need to be better at accepting rules.	83	67	100
11. I need to learn how important it is to tell the truth.	89	44	119
12. I need to learn how to be happy when someone else does something better than I do. (give praise to others)	99	47	104
	YES	NOT-SURE	NO

CAREER EDUCATION

Intermediate Grade Level E Barrington 4-6

STUDENT FORM

		YES	NOT SURE	NO	
1.	I need to learn how to get along better with my friends.	38	71	169	
2.	I need to learn how to get along better with my brothers and sisters.	110	42	122	✓
3.	I need to learn how to talk to my parents about how I feel about things.	77	63	139	
4.	I need to learn how to talk to my teachers about how I feel about things.	72	96	112	
5.	I need to learn how to really like myself.	41	46	197	
6.	I need to find out about the things that I can do well.	99	61	120	✓
7.	I need to learn how to accept the things that I cannot do.	75	90	113	
8.	I need to learn to accept all people, even if they are different from me.	69	74	141	
9.	I need to learn to do things that I'm responsible for doing.	75	85	124	
10.	I need to understand why I feel happy or sad sometimes.	55	64	166	
11.	I would like to feel that I can do anything I try.	192	45	46	✓
12.	I need to learn how to say no to my friends when they want me to do things I don't want to do.	114	51	117	✓
13.	I want to know why parents don't get along sometimes, like my friends and I.	64	59	158	
14.	I need to understand why I act the way I do sometimes.	91	77	114	
15.	I need to know more things to do in my spare time.	126	40	112	✓
16.	I need to learn how to share things that are mine with other people.	33	44	208	
17.	I need to learn how to make decisions for myself.	67	75	147	
18.	I need to learn how to think clearly.	55	67	158	
19.	I need to be better at accepting and following rules.	44	74	163	
20.	I need to learn what it means to me when I don't tell the truth.	57	74	151	
21.	I need to learn more about the difference between what is real and what is made up.	25	43	215	
22.	I need to learn how to be happy for others when they do something better than I do.	74	72	136	
23.	I need to learn more about a. drugs b. alcohol c. tobacco	73	67	97	
		YES	NOT SURE	NO	

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Tremont - Teacher Survey	Positive	Negative	
1. Learning to get along with peers	0	0	23
2. Learning to get along with siblings	16	0	7
3. Communicating with parents	11	0	12
4. Communicating with teachers	1	4	18
5. Feeling good about oneself	1	0	22
6. Learning how to accept one's abilities	1	0	22
7. Learning how to accept one's limitations	1	0	22
8. Learning how to deal with frustrations	1	0	22
9. Respecting differences among people	1	0	22
10. Assuming responsibility	2	0	21
11. Recognizing and understanding the meaning of one's emotions	2	0	21
12. Developing self confidence	1	0	22
13. Dealing with peer pressure	0	1	22
14. Learning how values affect one's behavior	1	0	22
15. Making productive use of leisure time	4	0	19
16. Learning to share	2	0	21
17. Learning how to make decisions	0	3	20
18. Learning to think critically	1	0	22
19. Accepting rules	1	0	22
20. Understanding the value of truth	2	0	21
21. Determining differences between fact and fantasy	2	0	21
22. Accepting the successes of others	2	0	21
23. Understanding the uses and hazards of - drugs	2	0	21
- alcohol	2	0	21
- tobacco	2	0	21
24. Using acceptable language	4	0	19
25. Understanding and dealing with feelings about divorce	8	0	15
26. Understanding death and dying	7	0	16
27. Communicating with adults	1	0	22

LIST BELOW ANY OTHERS THAT YOU FEEL ARE IMPORTANT FOR YOUR CHILD

Tremont - Parent Survey	[illegible]	[illegible]	[illegible]
1. Learning to get along with peers	12	4	276
2. Learning to get along with siblings	238	3	51
3. Communicating with parents	194	14	84
4. Communicating with teachers	12	48	232
5. Feeling good about oneself	13	0	279
6. Learning how to accept one's abilities	21	2	269
7. Learning how to accept one's limitations	27	3	262
8. Learning how to deal with frustrations	31	0	261
9. Respecting differences among people	34	5	253
10. Assuming responsibility	27	1	265
11. Recognizing and understanding the meaning of one's emotions	77	2	213
12. Developing self confidence	17	3	272
13. Dealing with peer pressure	35	6	251
14. Learning how values affect one's behavior	99	2	191
15. Making productive use of leisure time	83	3	206
16. Learning to share	51	2	238
17. Learning how to make decisions	39	1	252
18. Learning to think critically	13	15	267
19. Accepting rules	14	1	277
20. Understanding the value of truth	60	1	231
21. Determining differences between fact and fantasy	64	4	224
22. Accepting the successes of others	37	5	250
23. Understanding the uses and hazards of - drugs	22	2	268
- alcohol	23	3	266
- tobacco	23	3	266
24. Using acceptable language	73	2	217
25. Understanding and dealing with feelings about divorce	203	1	88
26. Understanding death and dying	191	3	101
27. Communicating with adults	53	1	238

LIST BELOW ANY OTHERS THAT YOU FEEL ARE IMPORTANT FOR YOUR CHILD

Tremont - Student Survey

Name _____

Address _____

Telephone _____

Grade _____

1. What do you like to do after school?

2. What do you like to do with your best friend?

3. What three people do you like to be with most?

4. What do you like to do best with your family?

5. What do you like best about yourself?

6. What would you like to do better?

7. I am happiest when.....

8. I am sad when.....

9. I am angry when.....

10. If I could change three things in the world, I would change.....

11. Someday I would like to.....

12. My favorite breakfast food is.....

13. My favorite food for dinner is.....

14. My favorite soap for bathing is.....

15. My favorite toothpaste is.....

16. My two favorite television programs are.....

APPENDIX C

To: Elementary Principals, New Elementary Teachers
From: Pat Lance
Re: Career Education In-Service

A career education in-service for all elementary teachers new to the Upper Arlington Schools has been planned for Tuesday, December 4. This workshop will meet for one half day in room 108 Wickliffe Elementary School.

The purpose of the workshop is to acquaint new elementary teachers with the concepts of career education and to plan activities for use in the classroom. Nancy Losekamp will speak on career education in Upper Arlington Schools. Joe Quaranta will discuss the Ohio Model and the theoretical framework for career education. Catherine Dygert will demonstrate the use of decision making skills in the classroom.

Substitutes have been provided for the following new teachers. If there are additions to this list, please notify me. The following teachers will not need to provide for a substitute on that date but should be at Wickliffe at 8:30 a.m. The in-service will end at 11:30 a.m. to allow teachers time to return to their buildings for afternoon classes.

Barrington
Joetta Beaver
James Snyder
Loretta Heigle

Burbank
Dulcy Delcamp
Nancy Hankle
Ann Famia

Wickliffe
Gayle Amato
Sharon Dougherty

Windermere
Barbara Edwards
Kim McMurray
Carol Jones